



ALAMO
Palo Alto

Welcome to the website that **Palo Alto College** has developed in support of its reaffirmation by the **Southern Association of Colleges and Schools Commission on Colleges**. This site provides narrative specific to each of the compliance standards. Each section explains how the College is in compliance with a specific requirement. Each Section is organized by the clauses of the standard itself, and each provides links to appropriate evidence.

Sincerely,

Dr. Robert Garza
President

Introduction

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Palo Alto College has conducted an honest assessment of compliance and has provided complete and regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the
2. That Palo Alto College has attached a complete and accurate listing of all programs offered by the institution means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. That Palo Alto College has provided a complete and accurate listing of all substantive changes that have been since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison: Katherine Beaumont Doss, Vice President of College Services

Date September 8, 2021

Chief Executive Officer

Name of Chief Executive Officer: Dr. Robert Garza, President

Date September 8, 2021

IS-A1 Institution Information**Compliance Status:** Compliance

Name of Institution

Palo Alto College

Name, Title, Phone number, and email address of Accreditation Liaison

Katherine Beaumont Doss, Vice President of College Services, 210-486-3936, kbeaumont@alamo.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Nicholas Blakeney, Director of Information Technology Services, 210-486-3789, nblakeney@alamo.edu

IMPORTANT:**Accreditation Activity** (Check one)

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review
- Submitted with Compliance Certification for Fifth-Year Interim Report
- Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- Submitted with Merger/Consolidations/Acquisitions
- Submitted with Application for Level Change

Submission date of this completed document: 09/08/2021

Response

Name of Institution

Palo Alto College

Name, Title, Phone number, and email address of Accreditation Liaison

Katherine Beaumont Doss, Vice President of College Services, 614-769-4543, kbeaumont@alamo.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Nicholas Blakeney, Director of Information Technology Services, 210-380-6448, nblakeney@alamo.edu

IMPORTANT:**Accreditation Activity** (Check one)

- Submitted at the time of Reaffirmation Orientation
- Submitted with Compliance Certification for Reaffirmation
- Submitted with Materials for an On-Site Reaffirmation Review

- Submitted with Compliance Certification for Fifth-Year Interim Report
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- Submitted with Application for Level Change

Submission date of this completed document: 09/08/2021

IS-B1 Level of offerings

Compliance Status: Compliance

Level of offerings (Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)
- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify)

Response

Level of offerings
(Check all that apply)

- Diploma or certificate program(s) requiring less than one year beyond Grade 12
- Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- Professional degree program(s)

- Master's degree program(s)
- Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- Doctoral degree program(s)
- Other (Specify)

IS-B2 Types of Undergraduate Programs (Check all that apply)

Compliance Status: Compliance

Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify)

Response

Types of Undergraduate Programs (Check all that apply)

- Occupational certificate or diploma program(s)
- Occupational degree program(s)
- Two-year programs designed for transfer to a baccalaureate institution
- Liberal Arts and General
- Teacher Preparatory
- Professional
- Other (Specify)

IS-C1 Governance Control

Compliance Status: Compliance

Check the appropriate governance control for the institution:

- Private (*check one*)
- Independent, not-for-profit
Name of corporation OR
Name of religious affiliation and control:
 - Independent, for-profit *
If publicly traded, name of parent company:
- Public state *(*check one*)
- Not part of a state system, institution has own independent board
 - Part of a state system, system board serves as governing board
 - Part of a state system, system board is super governing board, local governing board has delegated authority
 - Part of a state system, institution has own independent board

** If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction."*

Response

Check the appropriate governance control for the institution:

- Private (*check one*)
- Independent, not-for-profit
Name of corporation OR
Name of religious affiliation and control:
 - Independent, for-profit *
If publicly traded, name of parent company:
- Public state *(*check one*)
- Not part of a state system, institution has own independent board
 - Part of a state system, system board serves as governing board
 - Part of a state system, system board is super governing board, local governing board has delegated authority
 - Part of a state system, institution has own independent board

** If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction."*

IS-D1 History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Compliance Status: Compliance

Response

Brief History. Palo Alto College (PAC) has been a pillar of the south San Antonio and greater South-Central Texas community since it began offering classes in 1985 with an enrollment of 231 students. The opening of the college was the realization of a community dream spearheaded by Communities Organized for Public Services (COPS) – a predominantly Hispanic grassroots advocacy organization – to build an institution of higher learning in the south side of San Antonio, a historically educationally underserved area.

Current Mission and Service Area. Upholding the college’s mission, “to inspire, empower, and educate our community for leadership and success,” PAC currently educates 11,193 students on a 198.97-acre campus on the city’s South Side, which provides services to South Central Texas counties of Bexar, Atascosa, Comal, Frio, Guadalupe, Karnes, Kendall, Medina, and Wilson.

Description of Student Population. The PAC student population is comprised of 77% Hispanics, with 39% considered economically disadvantaged and 84% of full-time first-time in college students receive some form of financial aid to cover the cost of their education. The majority of PAC students come from the South Side of San Antonio, where 21% of families live in poverty, and 86% of adults do not have a college degree. Further, nearly one-third (30%) of adults have less than a high school diploma. Like most minority-serving community colleges, the overwhelming majority of PAC students (81%) are enrolled part-time and are underprepared for college-level study, with 62% of incoming freshmen testing into remedial math, reading, and writing courses. Enrollment also reflects a gender gap that is common in higher education, especially among minority communities, with 62% female students and 38% male students.

Description of Any Unusual or Distinctive Features of the Institution and a Description of the Admissions Policies. Mirroring the demographics of the surrounding area, PAC is a federally designation Hispanic-Serving Institution (HSI) serving a predominantly Hispanic, low-income population with an open-enrollment admissions policy and the lowest tuition rates in the region. PAC is an independently accredited college within the Alamo Colleges District and is fully accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) through 2022.

IS-D2 List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

Compliance Status: Compliance

Response

List of Degrees Currently Offered. Palo Alto College currently offers Associate of Arts (AA), Associate of Arts in Teaching (AAT), Associate of Science (AS), and Associate of Applied Science (AAS) degrees and certificate awards, as indicated in the [2021-2022 Catalog of Programs](#) (Attachment A[1]). The Alamo Colleges District Board of Trustees, exercising its authority as the policy making body of the Alamo Community College District, approved policy [E.1.3 – Core Curriculum and Degrees](#) (Attachment B[2]) in Spring 2016 which establishes that Associate of Arts and Associate of Science are non-discipline-specific degrees. This policy took effect in Fall 2016 and applies to students earning a transfer degree under the catalog requirements beginning in the 2016-2017 academic year. Within these degree types, students may select an area of concentration which serves as a pre-major for their further study at a senior institution, as can be seen in the 2019-2020 List of Degrees and Certificates

Awarded. Prior to the 2016-2017 academic year, PAC offered associate of arts and associate of science degrees differentiated by major.

Number of Graduates. Refer to [2019- 2020 List of Degrees and Certificates Awarded](#) (Attachment C [3])

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

English as a Second Language (ESL) Program Offered. The English as a Second Language (ESL) program at Palo Alto College offers individuals with limited English knowledge the opportunity to learn English. All incoming students are assessed on their current knowledge of the English language and are placed in one of five levels—from basic, level 1, level 2, level 3, and level 4.

Each of the five ESL course levels are offered as eight-week ESL classes that allow students to progress to the skill level that they want to achieve. Each level includes four skilled focused areas: listening, speaking, reading, and writing. Along with integrated grammar and vocabulary skills, the standards-based focus empowers students to build upon sequential background knowledge aligned with unique activities, self-assessments, reviews and tests for each unit being covered. This program is not for credit.

Evidence

- [1] [Degrees and Certificates - by Degree Type - Palo Alto College - Acalog ACMS™](#)
- [2] [2. e.1.3-policy](#)
- [3] [3. SACSCOC_PACAwards_2019_2020](#)

IS-D3 Off-Campus Instructional Locations and Branch Campuses

List all locations where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Compliance Status: Compliance

Response

Table 1: Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

Brooks Academy of Science and Engineering (Base)	3803 Lyster Rd, San Antonio, TX 78235	December 14, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A.T), Associate of Applied Science (A.A.S)	Yes
Charlotte High School	70 Trojan Dr, Charlotte, TX 78011	December 14, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A.T), Associate of Applied Science (A.A.S)	Yes
East Central High School	7173 FM 1628, San Antonio, TX 78263	December 14, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A.T), Associate of Applied Science (A.A.S)	Yes
Floresville High School	1813 Tiger Ln, Floresville, TX 78114	June 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A.T)	No
Harlandale STEM Early College High School	4040 Apollo Street, San Antonio, TX 78214	November 8, 2018	January 15, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A.T); Associate of Applied Science (A.A.S)	Yes
Ingram Tom Moore High School	700 Highway 39, Ingram, TX 78025	November 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A.T); Associate of Applied Science (A.A.S)	Yes
John F. Kennedy High School	1922 South General McMullen Drive San Antonio, TX 78226	April 26, 2019	August 24, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A.T)	Yes
Jourdanton High School	200 Zanderson	December 14, 2017	January 16, 2018	Associate of Arts (A.A.); Associate	Yes

	Ave, Jourdanton, TX 78026			of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	
Luther Burbank High School	1002 Edwards Street, San Antonio, TX 78204	November 8, 2018	January 15, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Lytle High School	18975 West Farm To Market Road 2790 South, Lytle, TX 78052	December 14, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Marion High School	506 Bulldog Lane, Marion, TX 78124	November 8, 2018	January 15, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
McCollum High School	500 West Formosa Boulevard, San Antonio, TX 78221	June 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.)	Yes
Memorial High School	1227 Memorial Street, San Antonio, TX 78228	April 26, 2019	August 24, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T)	Yes
Poteet High School	1020 Farm to Market 1470, Poteet, TX 78065	August 8, 2018 (approved late prospectus, see letter)	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Randolph High School	1225 Perimeter Road, Universal	June 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts	No Last courses offered: Spring 2019

	City, TX 78148			in Teaching (A.A. T)	
Somerset High School	7650 South Loop 1604 West, Somerset, TX 78069	November 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
South San Antonio High School	7535 Barlite Boulevard, San Antonio, TX 78224	November 29, 2017	January 16, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Southside High School	19190 Highway 281 S. #2, San Antonio, TX 78221	November 8, 2018	January 15, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Southwest High School	11914 Dragon Lane, San Antonio, TX 78252	May 3, 2017	August 28, 2017	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.); Associate of Applied Science (A.A.S)	Yes
Southwest Legacy High School	4495 S.W. Verano Parkway, Building 100, Von Ormy, TX 78073	October 25, 2018	January 15, 2019	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes

Table 2: Off-campus instructional sites at which the institution offers **25-49%** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment.

Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site. For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If	Physical Address (street, city, state,	Date Notified SACSCOC by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with	Is the site currently active? (At any time during the past 5 years, have students been
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inactive, date of last course offerings and date of projected reopening	country) Do not include PO Boxes.			25-49% credit hours offered at each site	enrolled and courses offered? If not, indicate the date of most recent activity.)
CAST STEM High School	11960 Dragon Ln., San Antonio, TX 78252	December 04, 2019	August 26, 2019	Level 1 Certificate program in Global Logistics Warehouse Management; Level 1 Certificate program in Entry Level Energy Technician	Yes
Comfort High School	143 US-87, Comfort, TX 78013	November 10, 2017	August 28, 2017	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.)	Yes
Harlandale High School	114 East Gerald Avenue, San Antonio, TX 78214	November 10, 2017	August 28, 2017	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.)	Yes
KIPP San Antonio-University Prep	239 Stark Street., San Antonio, TX 78204	November 10, 2017	August 28, 2017	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.)	Yes
Madison High School	5005 Stahl Rd, San Antonio, TX 78247	July 26, 2018	August 24, 2018	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T.)	Yes
Somerset ISD Early College High School/Early College Leadership Academy	7790 3 rd Street Somerset, TX 78069	April 26, 2016	January 19, 2016	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts in Teaching (A.A. T); Associate of Applied Science (A.A.S)	Yes
Southside ISD Early College High School-	1460 Martinez-Losoya Road	November 10, 2017	August 28, 2017	Associate of Arts (A.A.); Associate of Science (A.S); Associate of Arts	Yes

Alamo Colleges Empowering Southside				in Teaching (A.A. T.)	
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Table 3: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

IS-D4 Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Compliance Status: Compliance

Response

Distance and Correspondence Education. Palo Alto College's initial date of approval to offer distance education is July 28, 2000. A list of credit-bearing educational programs where 50% or more of the credit hours are delivered through distance education modes is found in *Table 4: Distance and Correspondence Education*.

Table 4: Distance and Correspondence Education— credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes.

Credit-bearing Educational Program	Program Delivery	Initial date of approval for your institution to offer distance education

Associate of Arts, General, A.A	Asynchronous	7/28/2000
Associate of Science, A.S.	Asynchronous	7/28/2000
Associate of Arts in Teaching, EC-6, 4-8, ED-12 Special Education, A.A.T	Asynchronous	7/28/2000
Associate of Arts in Teaching, 7-12 and Other EC-12, A.A.T	Asynchronous	7/28/2000
Business Management and Operations – Entrepreneurship Specialization, A.A.S.	Asynchronous	7/28/2000
Business Management and Operations – Management Specialization, A.A.S.	Asynchronous	7/28/2000
Business Management and Operations – Marketing Specialization, A.A.S.	Asynchronous	7/28/2000
Computer Programmer A.A.S.	Asynchronous	7/28/2000
Cyber Defense and Operations, A.A.S	Asynchronous	7/28/2000
Logistics and Supply Chain Management, A. A.S.	Asynchronous	7/28/2000
Network and Computer Information Systems, A.A.S.	Asynchronous	7/28/2000
Computer Programming Intermediate Level 2 Certificate	Asynchronous	7/28/2000
Business Management & Operations – Management Level 2 Certificate	Asynchronous	7/28/2000
Bill and Account Collector Level 1 Certificate	Asynchronous	7/28/2000
Computer Programming Basics Level 1 Certificate	Asynchronous	7/28/2000
Computer Support Specialist Level 1 Certificate	Asynchronous	7/28/2000
Data Entry Technician Level 1 Certificate	Asynchronous	7/28/2000
General Office Level 1 Certificate	Asynchronous	7/28/2000
Business Management & Operations – Leadership Level 1 Certificate	Asynchronous	7/28/2000
Business Management & Operations – Business Operations Level 1 Certificate	Asynchronous	7/28/2000
Business Management & Operations – Entrepreneurship Level 1 Certificate	Asynchronous	7/28/2000
Business Management & Operations – Marketing Level 1 Certificate	Asynchronous	7/28/2000
Logistics Management Level 1 Certificate	Asynchronous	7/28/2000
Personal Computer Skills Level 1 Certificate	Asynchronous	7/28/2000
Secretarial Assistant Level 1 Certificate	Asynchronous	7/28/2000
Software Applications Development, A.A.S.	Asynchronous	7/28/2000
Transportation Management Level 1 Certificate	Asynchronous	7/28/2000
Virtual Administrative Assistant Level 1 Certificate	Asynchronous	7/28/2000

Warehouse Management Level 1 Certificate	Asynchronous	7/28/2000
A+ Certificate Preparation Occupational Skills Award	Asynchronous	7/28/2000

IS-D5 Accreditation

1. List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.
2. If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.
3. List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).
4. Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

Compliance Status: Compliance

Response

- (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

Accrediting Agency	Program	Date of Last Review
American Veterinary Medical Association (AVMA)	Veterinary Technology (AAS)	March 4-5, 2021

- (2) If SACS Commission on Colleges is not your primary accreditor for access to USDE Title IV funding, identify which accrediting agency serves that purpose.

This is not applicable to Palo Alto College.

- (3) List any USDE-recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

This is not applicable to Palo Alto College.

- (4) Describe any sanctions applied or negative actions taken by any USDE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDE-recognized agency to the institution.

This is not applicable to Palo Alto College.

IS-D6 Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Compliance Status: Compliance

Response

Relationship to US Department of Education. Palo Alto College does not have any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. There is no reimbursement or any other exceptional status in regard to federal or state financial aid.

- 5.5 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. (*Personnel appointment and evaluation*)

Compliance Status: Compliance

Report

Non-Compliance

The Off-Site Reaffirmation Committee's found the institution publishes policies regarding appointment, employment, and evaluation of all personnel. The institution follows the policies and procedures related to personnel appointment and employment of the Alamo Colleges District. The Committee reviewed the following policies and procedures related to personnel appointment: D.2.5.2 Staffing Review, D.2.2.1 Hiring Practices, D.8.2 Promotion and Demotion, D.2.3 Qualifications for Hire, D.2.5.1 Hiring Authority, Status Assignment and Duties, D.8.2.1 Promotion Process, and D.8.2.2 Demotion. Procedure P6.0 Request to Post and P5.0. The Committee reviewed policies and procedures related to position requests, position adjustments, and posting requests. These policies and procedures are posted on the institution's website and available in the College Procedure Manual. Evidence of implementation of employment policies and procedures was provided in the form of a blank search committee rubric and a reference check form. However, the Off-Site Reaffirmation Committee could not find evidence of implementation of the policies related to hiring and appointment.

The institution follows policies and procedures related to evaluation of all personnel as outlined in the following policies and procedures: D.7.1 Employee Evaluations as well as D.7.1.1 Procedure-Employee Evaluation. Redacted evaluations were provided as evidence of implementation of these policies and procedures. In alignment with College Procedure A1.0 Development of College Procedures, the institution reviews procedures on a regular basis. Minutes from three campus committees were provided as evidence of this review process.

Response

Focused Response

The case for compliance is structured as follows:

- A. Palo Alto College has published policies that guide the hiring through appointment of new non-faculty personnel and implements those policies as appropriate.

Hiring Through Appointment

PAC demonstrates compliance by providing a holistic hiring process as follows: *Palo Alto College Board Procedure D.2.2.1 (Hiring Practices)*[1] outlines the procedure for posting of the position and the creation of a screening committee that reflects an appropriate *cross section of gender, ethnicity and cross-college representation*[2].

As evidence of Palo Alto College following this process, the procedure is described in the following narrative, along with the evidence. As an example of the hiring and appointment process, the Career Navigator position is described from start to finish. To create a position, a *Request for New Position Number*[3] is submitted and once created a *Requisition Posted email is sent*[4]. The hiring official selects and notifies the *screening committee*[5]. Once a position closes, each member of the screening committee must complete a Human Resources (HR) hiring briefing before a review of applicants may begin. Once all members of the screening committee have completed their hiring briefing, the screening committee is convened, and an *evaluation rubric*[6] is developed based upon

the *posted job description*[7]. After the development of an appropriate evaluation rubric, committee members may then access application materials for all applicants via the online hiring portal. The screening committee then evaluates the pool, selects *five to seven candidates*[8] for in-person interviews, and recommends *three semi-finalists*[9] for a second interview by the appropriate Dean and Vice President. After the College President approves an applicant, *Board Policy D.2.3 (Qualifications for Hire)*[10] requires background checks and *references*[11] be conducted by HR in accordance with qualifications and position requirements as outlined in the job description before a final recommendation is made. HR sends *an offer letter*[12] for the recommended appointment, salary, and starting date to the hiring manager. The hiring manager approves the recommended employee in *Alamo Talent*[13]. The offer letter is sent to the employee with a salary and start date from HR. Then the applicant accepts or denies the position. A post-job-offer drug test is required before an employee's start date.

In summary, based on the evidence presented above, Palo Alto College is in compliance with Principle 5.5 Personnel Appointment and Evaluation.

Evidence

- [1] [5.5_1 D.2.2.1\(Procedure\) Hiring Practices](#)
- [2] [5.5_5 Cross Section of Gender, Ethnicity](#)
- [3] [5.5_2 Request for New Position Number](#)
- [4] [5.5_3 Requisition Posted email](#)
- [5] [5.5_4 Screening Committee](#)
- [6] [5.5_5 Evaluation Rubric](#)
- [7] [5.5_6 position description](#)
- [8] [5.5_7 five to seven candidates](#)
- [9] [5.5_8 three semi finalists](#)
- [10] [5.5_9 D.2.3 \(Policy\) Qualifications for Hire](#)
- [11] [5.5_10 Reference Form](#)
- [12] [5.5_11 Offer Letter](#)
- [13] [5.5_12 Alamo Talent Hiring Process](#)

6.2.a For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. (*Faculty qualifications*)

Compliance Status: Compliance

Report

Non-Compliance

The institution employs faculty members and provided Procedure D.2.3.2 which defines the faculty job description. The institution denotes the hiring authority (Procedure D.2.5.1). It is noted there are two types of faculty appointments, tenured and non-tenured. The institution provided a sample of fulltime instructional faculty from the Sciences and Kinesiology area hiring checklist, credentials, and transcript as evidence of qualifications to teach the respective course. The institution included a prior review form of faculty approved from the last review. A faculty credentials roster was provided listing the academic credentials and assigned courses for spring 2020 and fall 2020 for each faculty member (other than those from the prior review). The Off-Site Reaffirmation Committee identified some faculty for whom additional information is needed about their qualifications and courses they teach. These faculty members are listed on the *Request for Justifying and Documenting Qualifications of Faculty* at the end of this report.

Response

Focused Response

The case for compliance is structured as follows:

- A. Qualified individuals at Palo Alto College have reviewed the academic credentials and professional experience of the faculty identified as requiring additional information about their qualifications.
- B. For each of the identified faculty, additional information about the courses taught and qualifications to teach those courses have been provided in the “Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty.”

Additional Review of Cited Faculty Members

Qualified individuals at the College carefully reviewed the academic credentials and professional experience of each of the faculty members cited by the off-site review committee. With the exception of two faculty members, additional information about the courses taught and additional detail and specificity with respect to the pertinent academic credentials and professional experience were provided to fully document their qualifications. This information is located in the *Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty*[1].

Additional review of two of the cited faculty members resulted in consensus that their qualifications did not meet the standards required by the College for the courses taught. In each of these cases the faculty member will no longer be assigned those courses. In the first case, that of Eva Fromme, teaching MATH 2412 Precalculus, the faculty member has retired as of February 10, 2021 and will no longer be teaching for the College. The College retains a sufficient number of part-time and full-time faculty qualified to teach MATH 2412.

In the second case, that of Alexis Lowe, teaching EDUC 1300 Learning Framework, although Ms. Lowe’s master’s degree is in education, it was the consensus of the review team that the specialization in health education did not adequately address the learning outcomes for this course. The faculty member has been offered a summary of what is required to adequately qualify her for this course, and may be re-assigned to this course after these qualifications are in place. The College retains a sufficient number of adequately qualified part-time and full-time faculty to teach EDUC 1300.

Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty

For all other faculty members cited by the committee, additional review of the faculty qualifications and the course learning outcomes produced consensus on the part of the review team that the faculty member’s qualifications were sufficient for the indicated course(s). For each of these faculty members additional information has been provided, clarifying the nature of the course learning outcomes and the faculty qualifications specific to that course. This information is recorded in the *Faculty Roster Form: Qualifications of Full-Time and Part-Time Faculty*[2].

In summary, based on the evidence presented above, Palo Alto College is in compliance with Principle 6.2.a Faculty Qualifications.

Evidence

- [1] [6.2.a_0_Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty - Consolidated 7.28.2021](#)
- [2] [6.2.a_0a_Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty - Consolidated 7.28.2021](#)

- 6.2.b** For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (*Program faculty*)[CR; Off-Site/On-Site Review]

Compliance Status: Compliance

Report

Non-Compliance

The institution aims for the preservation of strong fulltime to part-time faculty ratios as outlined in Board Procedure *D.5.1.2 Faculty Teaching Loads (FT-PT Ratios)*, which sets a 50/50 fulltime/part-time ratio and encourages a 55/45 full-time to part-time ratio. It is unclear to the Off-Site Reaffirmation Committee if these ratios are intended to apply to each discipline in addition to the overall institution. Table 6.2.b.1 show that Dance, French, Social Work, Music, and Sociology did not meet the 50/50 ratio in fall 2019. The Off-Site Reaffirmation Committee was unable to determine if the institution has a minimum acceptable ratio for when programs do not meet the 50/50 ratio or the steps the institution takes if the ratios fall below the specified ratio. Furthermore, the Committee could not locate evidence of how the institution handles its prevalence of overloads.

Response

Focused Response

The case for compliance is structured as follows:

- A. Palo Alto College (PAC) is in compliance with Board Procedure *D.5.1.2 Faculty Teaching Loads*, which requires an **overall** full-time/part-time (FT/PT) faculty ratio of 50/50. No Board policy nor any Board or College procedure defines a minimum FT/PT faculty ratio at the discipline or program level.
- B. Overloads at the College are limited by Board Procedure *D.5.1.2 Faculty Teaching Loads*, which ensures that all full-time faculty have sufficient time to provide oversight of program and curriculum quality and integrity. PAC is in compliance with the limitation of overloads outlined in this procedure.

FT/PT Faculty Ratio Requirements Outlined by Board Procedure

Board Procedure *D.5.1.2 Faculty Teaching Loads*^[1] states that the College “will maintain a 50/50 ratio of full-time and adjunct faculty and will strive for 55% of sections to be covered by full time faculty with the other 45% to be covered by adjuncts or full-time faculty overloads.” This Board procedure requires that the FT/PT faculty ratio be 50/50 or higher **for the College overall** and does not make specific requirements by program or discipline. PAC adheres to the requirements of this Board procedure, as can be seen in Table 6.2.b.1 and in these reports: *PAC Overall FT/PT Fall 2016*^[2], *Fall 2017*^[3], *Fall 2018*^[4], *Fall 2019*^[5], and *Fall 2020*^[6], which provide at the bottom of each document the overall FT /PT faculty ratios for the fall terms of 2016, 2017, 2018, 2019, and 2020. The College does not have a policy or procedure that requires a specific FT/PT ratio by program or by discipline.

Table 6.2.b.1 Overall Faculty FT/PT Ratios

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
69/31	68/32	70/30	77/23	74/26

Limiting Faculty Overloads

In order to preserve sufficient time for full-time faculty review of curriculum and oversight of program quality and integrity, overloads at the College are limited by Board Procedure *D.5.1.2 Faculty Teaching Loads*^[7]. Specifically, the limitation is the following:

Full-time faculty are limited to two courses, not to exceed 8 workload units, of overload during the long semesters plus two workload units beyond two overload courses if needed to perform non-instructional duties on release time. Overload work will be performed outside the 40-hour standard work week. Any exception to the maximum for extenuating circumstances must be approved by the Dean/VPAA, President, and Chancellor.

The regular full-time faculty load during a 16-week term is 15 workload units (Board Procedure *D.5.1.2*^[8]), which is equivalent to five three-credit-hour lecture courses, each with a class size that does not

exceed 32 students, as shown in *student enrollment by section*[9] for Fall 2019 and Fall 2020. As previously stated, Board Procedure *D.5.1.2*[10] limits faculty to two courses for overloads, allowing two additional workload units if the load is noninstructional. Thus, a full-time faculty member carrying a full allowable overload is limited to seven classes and a total student load of less than 225. The limitation of both regular course load and overload, plus the additional limit in class size, preserves sufficient time for curriculum and program oversight responsibilities.

In unusual and compelling instances of need, with appropriate approvals, Procedure *D.5.1.2*[11] allows a full-time faculty member to be loaded in excess of the standard teaching. Evidence of the College's compliance with this procedure is provided by the approved *full-time faculty loads* for the fall terms of 2018-19[12], 2019-20[13], 2020-21[14]. These documents provide the teaching load and the non-instructional load, or "release time," for each full-time faculty member.

Thus, the College is in compliance with Board Procedure *D.5.1.2 Faculty Teaching Loads* which requires overall full-time to part-time faculty ratios. The College also sufficiently limits faculty overloads through adherence to Board Procedure *D.5.1.2 Faculty Teaching Loads*, which ensures that overloads do not prevent any full-time faculty member from providing the oversight necessary for curriculum and program quality, integrity, and review. In summary, based on the evidence presented above, PAC is in compliance with Principle 6.2.b Program Faculty.

Evidence

- [1] [Board Procedure D.5.1.2 Faculty Teaching Loads - ratios](#)
- [2] [Fall 2016](#)
- [3] [Fall 2017](#)
- [4] [Fall 2018](#)
- [5] [Fall 2019](#)
- [6] [Fall 2020](#)
- [7] [D.5.1.2 Faculty Teaching Loads- overloads](#)
- [8] [\(Board Procedure D.5.1.2-3](#)
- [9] [Student Enrollment by Section](#)
- [10] [D.5.1.2](#)
- [11] [D.5.1.2 overloads](#)
- [12] [Full-time faculty loads 2018](#)
- [13] [Full-time faculty loads 2019](#)
- [14] [Full-time faculty loads 2020](#)
[full-time faculty loads](#)

- 9.3 The institution requires the successful completion of a general education component at the undergraduate level that:**
- a. **is based on a coherent rationale.**
 - b. **is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.**
 - c. **ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science /mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.**
- (General education requirements)*[CR; Off-Site/On-Site Review]

Compliance Status: Compliance**Report****Non-Compliance**

The institution requires successful completion of a general education component based on a coherent rationale, is a substantial component of the associate degree program, and ensures breadth of knowledge. The institution's core curriculum aligns with the Texas Core Curriculum as implemented by the Texas Higher Education Coordinating Board. Each transfer degree (AA, AS, AAT) must include 42 semester credit hours from the Core Curriculum. For these degrees, the general education core is a substantial component of each 60-credit degree. These requirements are published in the college catalog and on its website. These degree programs at the institution ensure a breadth of knowledge within the general education component. One course from each of the following areas is required: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on skills, techniques, or procedures specific to a particular occupation or profession. The courses that can be used to satisfy each area are published on the institution's website. The institution also offers Associate in Applied Science degrees for which students are required to complete at least 15 semester hours in general education courses. At least three hours of each of the following courses must be completed in order to graduate: humanities/fine arts, social/behavioral science, and natural sciences/mathematics. Courses used to fulfill this requirement do not include basic composition or narrowly focused skills courses such as introduction to foreign languages.

The Off-Site Reaffirmation Committee found only one AAS degree plan was provided as evidence of the 15-hour requirement. There was no discussion provided in the narrative of how degree requirements are tracked for graduation.

Response**Focused Response**

The case for compliance is structured as follows:

A. Evidence of the 15-hour general education requirements for each of the AAS degrees offered by the College is provided.

B. The College has and implements a procedure which ensures the tracking and confirmation of general education requirements before the award of an associate's degree.

AAS 15-Hour General Education Requirement

At Palo Alto College (PAC), all Associates of Applied Sciences (AAS) degrees require a *15-hour general education requirement*^[1], and these requirements include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science /mathematics. These 15-semester-hour General Education requirements are detailed in the *Palo Alto College 2020-2021 College Catalog*. The College awards the following AAS Degrees, all of which require 15 semester hours of general education:

Brewing and Operations Management^[2]

Business Management & Operations – Entrepreneurship ^[3]

Business Management & Operations - Management Specialization^[4]

Business Management & Operations – Marketing^[5]

Computer Programmer^[6]

Computer Support Specialist^[7]

Cosmetology Esthetician^[8]

Cosmetology Operator^[9]

Cyber Defense and Operations^[10]

Health Care Administrator^[11]

Industrial Technology – Manufacturing Specialization^[12]

[Industrial Technology – Advanced Manufacturing\[13\]](#)
[Industrial Technology – Instrumentation Specialization\[14\]](#)
[Landscape and Horticultural Science\[15\]](#)
[Logistics and Supply Chain Management\[16\]](#)
[Network and Computer Information Systems\[17\]](#)
[Process Technology Specialization\[18\]](#)
[Production Technician Specialization\[19\]](#)
[Software Applications Development \[20\]](#)
[Turfgrass and Golf Course Management\[21\]](#)
[Veterinary Technology\[22\]](#)
[Viticulture and Enology Specialization\[23\]](#)

Tracking Degree Requirements for Graduation

As *College Procedure S 10.0 - Graduation Application and Awarding Process*[\[24\]](#) reflects, the College has a detailed procedure for tracking degree requirements, processing graduation applications, responding to degree plan deficiencies, and awarding degrees and certificates. Specifically, the procedure states that the student (current or past) must “complete all required courses and semester hours for the specific degree.” The graduation application and awarding procedure addresses two triggers that initiate a review of earned credit for a given current or past student, with the intent of determining whether the individual has met the requirements of a certificate or associate’s degree. These two triggers are the individual’s application for graduation and an advisor’s initiation of an application, which may lead to the automatic award of a degree or certificate.

In both cases, the application for graduation is received by the Admissions and Records office and a degree audit is initiated. The audit addresses all requirements for the award of a degree, which include the completion of the general education requirement. If the current or previous student requires additional courses in order to meet the requirements of the degree, they are sent a *letter of notification*[\[25\]](#), indicating the necessary but not completed courses. As the procedure indicates: “Students are sent a status notification letter indicating if any courses are required for the degree.” If all degree requirements are met, the individual’s record is updated to reflect completion, as the procedure requires:

- If the student completes all requirements and has no records holds, graduation is approved. The student’s record will be updated (Banner Screen SHADEGR & SHAGAPP) to reflect Awarded /Graduated.
- Completed degree/certificates are posted to the student’s academic record (Banner Screen SHADEGR & SHAGAPP). Any review of the student’s record will be documented (Banner Screen SPACMNT).

As evidence of the implementation of this procedure, Table 9.3.1 provides examples for degree applications and degree audits, and the transcripts of the affected students.

Table 9.3.1 Confirmation of Degree Requirements for General Education

	Type of Degree	Graduation Application and Audit	Transcript(s)
Student 1 (S. Ochoa)	AA	#25 [26]	#26 [27]
Student 2 (J. Patena)	AS	#27 [28]	#28 [29]
Student 3 (S. Riddell)	AAT	#29 [30]	#30 [31]
Student 4 (F. Perales)	AAS	#31 [32]	#32 [33]

Note: contents of table link to the indicated documents.

As described in the narrative above, the degree requirements for all AAS programs at PAC require a minimum of 15 hours of general education. The College also has and implements a procedure which tracks and confirms that all requirements for Associates degrees have been met before awarding the degree.

In summary, based on the evidence presented above, Palo Alto College is in compliance with Core Requirement 9.3 General Education Requirements.

Evidence

- [1] [9.3_1_General Education Requirement for the Associate of Applied Science Degree](#)
- [2] [9.3_9_Program_ Brewing and Operations Management A.A.S. - Palo Alto College - Acalog ACMS™](#)
- [3] [9.3_11_Program_ Business Management Operations - Entrepreneurship A.A.S Specialization ? - Palo Alto College - Acalog ACMS™](#)
- [4] [9.3_10_Program_ Business Management Operations - Management Specialization A.A.S. ? - Palo Alto College - Acalog ACMS™](#)
- [5] [9.3_12_Program_ Business Management Operations - Marketing A.A.S Specialization ? - Palo Alto College - Acalog ACMS™](#)
- [6] [9.3_2_Program_ Computer Programmer A.A.S. ? - Palo Alto College - Acalog ACMS™ - highlighted](#)
- [7] [9.3_3_Program_ Computer Support Specialist A.A.S. ? - Palo Alto College - Acalog ACMS™ - highlighted](#)
- [8] [9.3_13_Program_ Cosmetology Esthetician A.A.S. - Palo Alto College - Acalog ACMS™](#)
- [9] [9.3_4_Program_ Cosmetology Operator A.A.S. - Palo Alto College - Acalog ACMS™ - highlighted](#)
- [10] [9.3_14_Program_ Cyber Defense and Operations A.A.S ? - Palo Alto College - Acalog ACMS™](#)
- [11] [9.3_15_Program_ Health Care Administrator A.A.S. - Palo Alto College - Acalog ACMS™](#)
- [12] [9.3_16_Program_ Industrial Technology A.A.S. - Manufacturing Specialization - Palo Alto College - Acalog ACMS™](#)
- [13] [9.3_17_Program_ Industrial Technology A.A.S. - Advanced Manufacturing - Palo Alto College - Acalog ACMS™](#)
- [14] [9.3_18_Program_ Industrial Technology A.A.S. - Instrumentation Specialization - Palo Alto College - Acalog ACMS™](#)
- [15] [9.3_19_Program_ Landscape and Horticultural Science A.A.S. - Palo Alto College - Acalog ACMS™](#)
- [16] [9.3_5_Program_ Logistics and Supply Chain Management, A.A.S. ? - Palo Alto College - Acalog ACMS™ - highlighted](#)
- [17] [9.3_20_Program_ Network and Computer Information Systems A.A.S. - Palo Alto College - Acalog ACMS™](#)
- [18] [9.3_7_Pogram_Process Technology Specialization A.A.S. - Palo Alto College - Acalog ACMS™ - highlighted](#)
- [19] [9.3_21_Program_ Production Technician Specialization A.A.S. - Palo Alto College - Acalog ACMS™](#)
- [20] [9.3_22_Program_ Software Applications Development A.A.S. - Palo Alto College - Acalog ACMS™](#)
- [21] [9.3_23_Program_ Turfgrass and Golf Course Management A.A.S. - Palo Alto College - Acalog ACMS™](#)
- [22] [9.3_6_Program_ Veterinary Technology, A.A.S. - Palo Alto College - Acalog ACMS™ - highlighted](#)
- [23] [9.3_24_Program_ Viticulture and Enology Specialization A.A.S. - Palo Alto College - Acalog ACMS™](#)
- [24] [9.3_8_pac-procedure-s10_0_Graduation Application and Awarding Process](#)
- [25] [9.3_33_Advising_Status Letters](#)
- [26] [9.3_25_Audit_Ochoa](#)
- [27] [9.3_26_Sara Ochoa - AA Awarded](#)
- [28] [9.3_27_Audit_Patena](#)
- [29] [9.3_28_Jesus Patena - AS Awarded](#)
- [30] [9.3_29_Audit_Riddell](#)

[31] [9.3_30_Shayla Riddell - AAT Awarded](#)

[32] [9.3_31_Audit Perales](#)

[33] [9.3_32_Fermin Perales - AAS Awarded](#)

- 10.4** The institution (a.) publishes and implements policies on the authority of faculty in academic and governance matters, (b.) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c.) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (*Academic governance*)

Compliance Status: Compliance

Report

Non-Compliance

The institution presented an Academic Success Curriculum Process and Procedure, D.4.10.1-Faculty Code of Professional Ethics, listed the different council and committees, provided a screenshot of the committees and links to join. The Academic Success Council establishes and reviews the academic standards and policies. A list of councils and members was provided. Agendas for Faculty Senate officer meetings with the President were provided.

The institution provided sample 2020–2021 unit plans and a Behavioral Sciences unit plan. Also provided were Curriculum Committee meeting minutes, samples of Computer Programming and Veterinary Technology program assessments.

The institution establishes policies set forth in its Academic Success Curriculum Processes manual. These policies are reviewed by formalized advisory, deliberative, and decision-making bodies, including the Academic Success Council, the Administrative & College Services Council, the College Leadership Team, the Institutional Effectiveness Council, and the Institutional Review Board.

However, the Off-Site Reaffirmation Committee could not locate evidence of how these policies are published and made available to those affected by the policies.

Response

Focused Response

The case for compliance is structured as follows:

- A. The following narrative and accompanying evidence demonstrates that Palo Alto College publishes policies on the authority of faculty in academic and governance matters and makes them available to those affected by them.

Evidence of the Manner in which Policies are Accessible to those Affected

Publication of policies on the authority of faculty in academic and governance matters takes the form of online codification via the internet. College Procedures and Policies are published online and publicly available on the *Palo Alto College Procedures Manual* website as well as on the *Palo Alto College Board of Trustees Policies & Procedures* website.

Examples of the College's Board of Trustees policies and procedures on the authority of faculty in academic and governance matters include the Palo Alto College Board *Policy D.4.10 on the Faculty Code of Professional Ethics*^[1] and the associated *Faculty Code of Professional Ethics Procedure D.4.10.1*^[2]. These policies and procedures are published and publicly available on Palo Alto College's *Board Policies & Procedures, Section D*^[3] webpage.

Similarly, examples of College procedures on the authority of faculty in academic and governance matters include the following Palo Alto College Procedures: *I 1.0 Course eSyllabi and Faculty*

Information[4], I 4.0 High Challenge Course Evaluations and Improvement Strategy Implementations[5], and A 14.0 Reporting Substantive Change[6]. These procedures are published and publicly available on the Palo Alto College Procedures Manual Webpage[7].

As the previous narrative and accompanying evidence demonstrate, the Institution publishes policies on the authority of faculty in academic and governance matters and makes them available to those affected by them. In summary, based on the evidence presented above, Palo Alto College is in compliance with Principle 10.4 Academic Governance.

Evidence

- [1] [10.4_1_Faculty Code of Professional Ethics POLICY](#)
- [2] [10.4_2_Faculty Code of Professional Ethics PROCEDURE](#)
- [3] [10.4_3_Board Policies & Procedures_Section D](#)
- [4] [10.4_4_Course eSyllabi and Faculty Information-pac-procedure-i1_0](#)
- [5] [10.4_5_High Challenge Course Evaluations and Improvementpac-procedure-i4_0](#)
- [6] [10.4_6_Reporting Substantive Cange_PAC College Procedure_A 14.0](#)
- [7] [10.4_7_PAC Procedures Manual Webpage_Sections A and I](#)

- 10.5** The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (*Admissions policies and practices*)[**Off-Site/On-Site Review**]

Compliance Status: Compliance

Report

Non-Compliance

The institution publishes admissions policies consistent with its mission to "to inspire, empower, and educate our community for leadership and success." As an open-enrollment institution, admissions policies, including criteria for automatic admission, reflect the Texas Higher Education Code requirements.

The standards are clearly defined in the catalog, recruitment materials, enrollment checklists, and institutional websites for all admission categories. Three academic programs offered by the institution have been designated as Selective Admission with specific program and admissions requirements. These programs have specific departmental requirements in addition to the general college admissions requirements, and students can assess the specific program requirements on the institution website and within the catalog.

The Off-Site Reaffirmation Committee reviewed sample recruitment materials used to promote the institution's programs and services. Evidence supports the recruitment materials and presentations accurately represent the institution's practices, and policies. However, adherence to the College Policy A 11.0 that requires all recruitment publications have a SACSCOC accreditation status statement on them could not be found. It was clearly denoted on the recruitment brochure but could not be located on academic program brochures that were provided.

The institution provided evidence of the organizational composition of the Recruitment office and the breadth of training and development of the recruitment staff. The institution does not utilize independent contractors or agents for recruitment or admissions activities.

Response

Focused Response

The case for compliance is as follows:

- A. The College has academic program flyers and recruitment materials that have the SACSCOC accreditation statement on them.
- B. PAC provides recruitment materials that accurately represent the practices and policies and accreditation status of the institution.

All academic program flyers and recruitment materials also have the SACSCOC accreditation status statement on them. When accredited status is affirmed in institutional catalogs and other official publications, it is stated accurately and is not misrepresented. Updated program flyers for *Cosmetology* [1], *Health Care Administration* [2], and *Veterinary Technology* [3] have been provided with the SACSCOC accreditation status statement. In addition to the program flyers originally provided, the following examples of academic flyers include the SACSCOC accreditation statement: *Viticulture* [4], *Criminal Justice* [5], *Mexican American Studies* [6], and *Psychology* [7].

PAC follows *College Procedure A 11.0 Southern Association of Colleges and Schools Commission on Colleges Statement on Publications* [8], which outlines the process for including the SACSCOC accreditation statement on recruitment materials. The procedure outlines the process which requires the Vice President for Student Success to collaborate with the Office of Marketing and Strategic Communication to determine appropriate recruitment materials to receive the SACSCOC accreditation statement. This College Procedure has been updated and is being routed through the process as outlined in *A 1.0 Development of College Procedures* [9], including being reviewed by the *Student Success Council* [10] and *College Leadership Team* [11]. The accreditation statement is also included in large College publications such as the *PAC website* [12] and *College Catalog* [13].

In summary, based on the evidence presented above, Palo Alto College is in compliance with Principle 10.5 Admissions Policies.

Evidence

- [1] [10.5_1 Cosmetology](#)
- [2] [10.5_2 HealthcareAdminBrochure](#)
- [3] [10.5_3 VetTech-brochure](#)
- [4] [10.5_4 Viticulture](#)
- [5] [10.5_5 Criminal Justice](#)
- [6] [10.5_6 Mexican American Studies](#)
- [7] [10.5_7 Psychology](#)
- [8] [10.5_8 PAC Procedure A.11 redline](#)
- [9] [10.5_9 A 1.0 Development of College Procedures](#)
- [10] [10.5_10 Student Success Council](#)
- [11] [10.5_11 College Leadership Team](#)
- [12] [10.5_12 PAC Website](#)
- [13] [10.5_13 College Catalog](#)

- 10.7** The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. (*Policies for awarding credit*)**[Off-Site/On-Site Review]**

Compliance Status: Compliance**Report****Non-Compliance**

The institution follows the Texas Higher Education Coordinating Board for assigning credit hours as stated in the Lower Division Academic Course Guide Manual and the Guidelines for Instructional Programs in Workforce Education. Syllabi were provided as evidence of the institution following the Texas Higher Education Coordinating Board guidelines and SACSCOC policy related to credit hours. Discipline-specific faculty have oversight for programs and courses, including credit hour requirements. If courses are added or revised, there is a curriculum review process that ensures course requirements meet the definition of the Texas Higher Education Coordinating Board.

All course changes and approvals begin with a proposal from full-time faculty within the discipline. Course changes and approvals are reviewed by the Department Chair, Curriculum Analyst, and Dean. Following the Dean's approval, the proposal goes to the Curriculum Committee composed primarily of full-time faculty across multiple disciplines. There was no proposal provided as evidence of this approval process. Only minutes from Curriculum Committee meetings were provided as evidence of the process. The institution is required to submit curriculum changes to the Alamo Colleges District Curriculum Council. Sample agendas from this council were provided.

The Off-Site Reaffirmation Committee could not find evidence that the institution offers any educational programs not based on credit hours. Additionally, the Committee could not find evidence of an institutional policy related to its definition of a credit hour.

Response**Focused Response**

The case for compliance is structured as follows:

- A. Palo Alto College (PAC) does not offer any programs that are not based on credit hours.
- B. The College has written a procedure related to its definition of credit hours. The procedure is midway through the college's approval process for college procedures, with final approval anticipated on September 14, 2021.

The College does not offer any program that is not based on credit hours. Requirements for all associate degrees and certificates offered by the College are based on semester credit hours, as can be seen in the program requirements defined in the 2020-2021 *College Catalog*[\[1\]](#).

PAC's draft procedure, *XX.X Definition of Credit Hour*[\[2\]](#), outlines the College's definition of credit hour and its requirements in terms of contact hours and hours of student academic work toward intended learning outcomes. The procedure aligns the College definition of credit hour with the *SACSCOC policy statement on credit hours*[\[3\]](#), and adheres to the federal definition of credit hour and its associated guidelines for flexibility in interpretation. The draft procedure has begun the process for approval as required by College procedure *A 1.0 Development of College Procedures*[\[4\]](#). It has been reviewed and approved by the Academic Success Council, as can be seen in the *Academic Success Council minutes*[\[5\]](#), and has been sent via email to the *College Leadership Team members*[\[6\]](#), releasing the procedure for their ten-day review. It is anticipated that the College Leadership Team approval will be complete by September 17, 2021.

In summary, based on the evidence presented above, Palo Alto College is in compliance with Principle 10.7 Policies for Awarding Credit.

Evidence

[1] [College Catalog](#)

- [2] [I XX.X Definition of Credit Hour](#)
- [3] [1_SACSCOC Policy Statement on Credit Hours](#)
- [4] [A 1.0 Development of College Procedures](#)
- [5] [Academic Success Council minutes](#)
- [6] [College Leadership Team members](#)

10.8 The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a.) the academic quality of any credit or coursework recorded on its transcript, (b.) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c.) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission. (*Evaluating and awarding academic credit*)

Compliance Status: Compliance

Report

Non-Compliance

The institution publishes policies for evaluating, awarding, and accepting credits not originating at the institution. These policies are published on the institution's website and in the catalog. Evaluating, awarding, and accepting transferring credit is guided by the Texas Higher Education Coordinating Board's Academic Course Guide Manual and Workforce Education Course Manual. The institution accepts transfer of credit for successfully completed courses that are substantially equivalent to an academic course listed in these manuals. The Texas Common Course Numbering System is also utilized to ensure course equivalency of transfer credit within higher institutions in the state.

Academically qualified persons such as faculty and department chairs work with their Deans and Vice Presidents to review and approve transfer credit. Transfer course equivalencies are assigned and awarded only for courses that have been reviewed and approved by discipline-specific faculty. If a course doesn't currently exist in the institution's course equivalencies, a transfer course equivalency request is submitted electronically to the appropriate faculty member or chair.

The faculty member or chair reviews the course information to determine equivalency and then approves/disapproves the request. Evidence of this process was provided. The institution also utilizes a Transfer Course Equivalency Form. This form is used by faculty or chairs to review a potential transfer course and determine its equivalency. Evidence of this process was included. The institution publishes and implements policies for evaluating, awarding and accepting academic credit for non-traditional means. This includes CLEP, AP, IB, Credit by Examination, Continuing Education Units Conversion to Career and Technical Courses, and Work Experience and Prior Learning Credit. College credit for work experience and prior learning is overseen by departmental faculty. Credit is awarded when the learning outcomes can be documented as equivalent to an academic course. Examples of implementation of this process were provided. The institution has a process that demonstrates the academic quality of credit recorded on the transcript, approval processes with appropriate oversight, and that all credit awarded is comparable to a credit experience and is consistent with their mission.

The Off-Site Reaffirmation Committee did not find any evidence of whether credit applies toward a degree for transfer students in the same manner as it does for non-transfer students. The Committee found no evidence of how often the Academic Course Guide Manual and the Workforce Education Course Manual are reviewed and whether persons academically qualified helped create and maintain these manuals.

Response

Focused Response

The case for compliance is structured as follows:

1. Credit applied toward degrees applies toward a degree for transfer students in the same manner as it does for non-transfer students, and evidence of this is provided.
2. Persons who are academically qualified help to create and maintain the *Academic Course Guide Manual*[1] and the *Workforce Education Course Manual*[2], and these manuals are regularly reviewed.

Applying Transfer Credit toward Graduation

Palo Alto College (PAC) *Procedure S 10.0 Graduation Application and Awarding Process*[3] outlines the steps followed to ensure all requirements for graduation are met before a degree is awarded. This process includes the application for a degree and a degree audit. The degree audit reviews all credits earned by the student at the College as well as all transfer credits that have been accepted by the College. Transfer credits that have been judged equivalent to requirements of the degree apply toward degree completion in the same manner as the equivalent course taken at the College would apply. Evidence for this is provided by a sample of degree audits that demonstrate that transfer credit is applied toward a degree in the same manner that a course taken at the College is applied toward the same degree. Transcripts recording the award of the degree in each case are also provided. Table 10.8.1 includes a list of documents as evidence.

Table 10.8.1: Sample Degree Audits

	Source of Credit	Degree Awarded	Student's Transcript
<i>Audit 1</i> [4]	PAC credit	Associate of Arts	<i>Transcript 1</i> [5]
<i>Audit 2</i> [6]	transfer credit	Associate of Arts	<i>Transcript 2</i> [7]
<i>Audit 3</i> [8]	PAC credit	Associate of Science	<i>Transcript 3</i> [9]
<i>Audit 4</i> [10]	transfer credit	Associate of Science	<i>Transcript 4</i> [11]
<i>Audit 5</i> [12]	PAC credit	Associate of Arts in Teaching	<i>Transcript 5</i> [13]
<i>Audit 6</i> [14]	transfer credit	Associate of Arts in Teaching	<i>Transcript 6</i> [15]
<i>Audit 7</i> [16]	PAC credit	Business Management AAS	<i>Transcript 7</i> [17]
<i>Audit 8</i> [18]	transfer credit	Business Management AAS	<i>Transcript 8</i> [19]

Review and Maintenance of the ACGM and WECM

In evaluating, awarding, and accepting transfer, PAC relies upon the course inventory, course descriptions, student learning outcomes (SLOs), credit hour limits, and contact hour limits published in the *Academic Course Guide Manual (ACGM)*[20]. The ACGM is the academic course inventory for all public community colleges in Texas. In addition, the College relies upon the *Workforce Education Course Manual (WECM)*[21], the Texas Higher Education Coordinating Board (THECB) online inventory of current workforce education and technical courses. The WECM provides credit hour and contact hour requirements, as well as skills and knowledge outcomes for technical courses offered by public institutions of higher education in Texas and is used by the College to evaluate and approve equivalent transfer credit.

Reliance upon common course information in the ACGM and WECM ensures that credit hours, contact hours, course work, and learning outcomes are comparable across public colleges and

universities in Texas and that instruction is at the collegiate level. PAC is assured, through linking transfer credit directly to course requirements delineated in the *ACGM* and *WECM*, that the course for which transfer credit is awarded meets comparable, designated standards of academic quality.

Texas Administrative Code Title 19, Part I, Chapter 1, Subchapter P[22] outlines the rules for the lower-division *ACGM Advisory Committee*[23] and codifies the requirement that persons who are academically qualified help to create and maintain the *ACGM*. The *ACGM Advisory Committee* has been established for this purpose; *Rule 1.192*[24] states that the *ACGM Advisory Committee* is to provide the *THECB* with “advice and recommendation(s) regarding new disciplines of study, developments within existing disciplines represented by courses in the manual, vertical and horizontal alignment or courses within disciplines, and obsolesces of disciplines of study and courses.” *Rule 1.194*[25] states that the committee membership “shall consist of faculty and administrators from public institutions who are involved in the provision of lower-division courses intended for transfer.” *Rule 1.196*[26] specifies that the committee will meet at least annually and that special meetings may be called as deemed necessary by the presiding officer. Finally, *Rule 1.197*[27] outlines the tasks assigned to the committee. It states that tasks assigned to the committee include the addition, deletion, and revision of courses in the *ACGM* as well as other activities necessary for the maintenance of the *ACGM*.

In addition to Texas Administrative Code, the *THECB website, ACGM Advisory Committee*[28], specifies that the charge of the Lower-Division *ACGM Advisory Committee* is to make “recommendations for additions, deletions, and modifications of courses in the *ACGM*.” This website also provides a link to the *ACGM Advisory Committee Members*[29] for fiscal year 2020. As specified in *Rule 1.194*[30], and as can be seen in the list of current Advisory Committee members, the *ACGM Advisory Committee* consists of faculty and administrators from Texas community colleges and public universities. The *ACGM Advisory Committee* for fiscal year 2020 consisted of two co-chairs (one from a community college and one from a public university), eight members from community colleges, eight members from public universities, and an ex-officio member (Database Coordinator for the Texas Common Course Numbering System). As specified in *Rule 1.196*[31], the *ACGM Advisory Committee* meets at least annually. *Meeting Summary Notes (ACGM Advisory Committee)*[32] for each meeting are published on the *THECB website, ACGM Advisory Committee*[33]. The *THECB ACGM Learning Outcome Project*[34] PowerPoint provides details regarding how *discipline-specific subcommittees*[35] provide the necessary oversight for the creation and maintenance of SLOs and course descriptions for courses within the *ACGM*.

Texas Administrative Code Title 19, Part I, Chapter 1 Subchapter T[36] outlines the rules for the *WECM Advisory Committee*[37] and codifies the requirement that persons who are academically qualified help to create and maintain the *WECM*. *Rule 1.220*[38] states that the purpose of the *WECM Advisory Committee* is to provide the *THECB* with “advice and recommendation(s) regarding content, structure, currency and presentation of the *Workforce Education Course Manual (WECM)*[39] and its courses”. *Rule 1.222*[40] states that the committee membership “shall consist of faculty and administrators from public community, state, and technical colleges with demonstrated leadership in workforce education.” Furthermore, it states that membership on the committee shall include “representatives from public community, state, and technical colleges.” *Rule 1.224*[41] specifies that the committee will meet at least twice yearly and that special meetings may be called as deemed necessary by the presiding officer. Finally, *Rule 1.225*[42] outlines the tasks assigned to the committee. It states that tasks assigned to the committee include recommendations concerning the addition, deletion, and revision of courses in the *WECM*; the approval of local need course requests; and other activities necessary for the maintenance of the *WECM*.

In addition to Texas Administrative Code, the *THECB website, WECM Advisory Committee*[43], specifies that the charge of the *WECM Advisory Committee* is to “maintain the *WECM*, including making recommendations concerning the addition, deletion, and revision of *WECM* courses; the approval of local need course requests; and other activities necessary for the maintenance of the *WECM*.” The website also provides a link to the *WECM Advisory Committee Membership*[44]. As specified in *Rule 1.222*[45], and as can be seen in the list of current *WECM Advisory Committee* members, the *WECM Advisory Committee* consists of faculty and administrators from Texas public

community, state, and technical colleges with demonstrated leadership in workforce education. The WECM Advisory Committee currently consists of two co-chairs and 22 members, all from Texas community colleges or technical colleges. As specified in *Rule 1.224*[46], the WECM Advisory Committee meets at least twice yearly. *Meeting Summary Notes (WECM Advisory Committee)*[47] for each meeting are published on the *THECB website, WECM Advisory Committee*[48]. The *WECM Protocols Manual* [49](Chapter 4, p. 24), published by the THECB, describes how *WECM* courses are reviewed by Instructional Specialists at Course Review Workshops. As stated in an *e-mail from Duane Hiller*[50], Manager for Academic Quality and Workforce at the THECB, the THECB recently (Summer 2021) held these Course Review Workshops and will be posting the results to the *WECM Advisory Committee webpage*[51] after they process the results for approval by the WECM Advisory Committee.

Members of both the ACGM and WECM Advisory Committees are selected by the THECB through a nomination process. The THECB sends a *notification through e-mail*[52] to all community colleges and public universities to invite *nominations*[53] for individuals to serve on advisory committees. The application process ensures that Advisory Committee members meet the professional and academic qualifications required by Texas statute. PAC routinely submits nominees for THECB advisory committees when there are vacancies (*ACGM PAC Nomination Form Example*[54]).

In summary, based on the evidence presented above, Palo Alto College is in compliance with Principle 10.8 Evaluating and Awarding Academic Credit.

Evidence

- [1] [10.8_1\(a\)_Academic Course Guide Manual \(ACGM\)](#)
- [2] [10.8_1\(b\)_Workforce Education Course Manual \(WECM\)](#)
- [3] [10.8_1_procedure-S10.0 Graduation Application and Awarding Process](#)
- [4] [10.8_1a_Audit 1_AA_Non_Transfer Credit](#)
- [5] [10.8_1b_Transcript 1_AA_Non-Transfer Credit](#)
- [6] [10.8_1c_Audit 2_AA_Transfer Credit](#)
- [7] [10.8_1d_Transcript 2_AA_Transfer Credit](#)
- [8] [10.8_1e_Audit 3_AS_Non_Transfer Credit](#)
- [9] [10.8_1f_Transcript 3_AS_Non-Transfer Credit](#)
- [10] [10.8_1g_Audit 4_AS_Transfer Credit](#)
- [11] [10.8_1h_Transcript 4_AS_Transfer Credit](#)
- [12] [10.8_1i_Audit 5_AAT_Non_Transfer](#)
- [13] [10.8_1j_Transcript 5_AAT_Non-Transfer Credit](#)
- [14] [10.8_1k_Audit 6_AAT_Transfer Credit](#)
- [15] [10.8_1l_Transcript 6_AAT_Transfer Credit](#)
- [16] [10.8_1m_Audit 7_AAS_Non_Transfer](#)
- [17] [10.8_1n_Transcript 7_AAS_Non-Transfer Credit](#)
- [18] [10.8_1o_Audit 8_AAS_Transfer](#)
- [19] [10.8_1p_Transcript 8_AAS_Transfer Credit](#)
- [20] [10.8_2_Academic Course Guide Manual \(ACGM\)](#)
- [21] [10.8_3_Workforce Education Course Manual \(WECM\)](#)
- [22] [10.8_4_Texas Administrative Code Title 19, Part I, Chapter 1, Subchapter P](#)
- [23] [10.8_4a_ACGM Advisory Committee-](#)
- [24] [10.8_5_Rule 1.192](#)

- [25] [10.8_6_Rule 1.194](#)
- [26] [10.8_7_Rule 1.196](#)
- [27] [10.8_8_Rule 1.197](#)
- [28] [10.8_9_THECB, ACGM Advisory Committee](#)
- [29] [10.8_10_ACGM Advisory Committee Members](#)
- [30] [10.8_11_Rule 1.194](#)
- [31] [10.8_11a_Rule 1.196](#)
- [32] [10.8_12_Meeting Summary Notes \(ACGM Advisory Committee\)](#)
- [33] [10.8_13_THECB Website, ACGM Advisory Committee](#)
- [34] [10.8_13a_THECB ACGM Learning Outcomes Project PPT](#)
- [35] [10.8_13b_Discipline-Specific Subcommittees \(2019 THECB LOP Workgroups Faculty\)](#)
- [36] [10.8_14_Texas Administrative Code Title 19, Part I, Chapter 1 Subchapter T](#)
- [37] [10.8_14a_WECM Advisory Committee-](#)
- [38] [10.8_15_Rule 1.220](#)
- [39] [10.8_15a_Workforce Education Course Manual \(WECM\)-](#)
- [40] [10.8_16_Rule 1.222](#)
- [41] [10.8_17_Rule 1.224](#)
- [42] [10.8_18_Rule 1.225](#)
- [43] [10.8_19_THECB, WECM Advisory Committee](#)
- [44] [10.8_20_WECM Advisory Committee Membership](#)
- [45] [10.8_21_Rule 1.222](#)
- [46] [10.8_21b_Rule 1.224-](#)
- [47] [10.8_22_Meeting Summary Notes \(WECM Advisory Committee\)](#)
- [48] [10.8_23_THECB, WECM Advisory Committee](#)
- [49] [10.8_23a_WECM Protocols Manual](#)
- [50] [10.8_23b_e-mail from Duane Hiller](#)
- [51] [10.8_23d_WECM Advisory Committee Webpage-](#)
- [52] [10.8_24_Notification Through E-mail \(ACGM\)](#)
- [53] [10.8_25_Nominations \(Advisory Committees\)](#)
- [54] [10.8_26_ACGM PAC Nomination Form Example](#)

13.6 The institution (a.) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b.) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. *(Federal and state responsibilities)***[Off-Site/On-Site Review]**

Compliance Status: Compliance

Report

Non-Compliance

The institution provided copies of audit reports as required for federal programs. There were no findings related to Student Financial Aid. The cohort default rate for the institution was 10.7% in 2016, which is well below the level of concern. The institution made several statements of fact about not

being on the reimbursement method, not having to obtain a letter of credit, and having no significant impending litigation with respect to financial aid.

The Off-Site Reaffirmation Committee was unable to locate information, such as Program Participation Agreements or Eligibility and Certification Approval Reports, documenting the institution's ability to offer federal student aid.

Response

Focused Response

The case for compliance is structured as follows:

- A. Palo Alto College (PAC) follows Title IV responsibilities of the most recent Higher Education Act and annually audits financial aid programs as required by federal and state guidelines.

Additionally, evidence of the ability to offer federal student aid is supported by the *Program Participation Agreement (PPA)*[1], *PPA Approval Notice*[2], and *Electronic Certification and Eligibility Report (ECAR)*[3] for PAC.

In summary, based on the evidence presented above, Palo Alto College is in compliance with Principle 13.6 Federal and State Responsibilities.

Evidence

- [1] [13.6_1 PPA Approval Notice](#)
- [2] [13.6_2 Official Cohort Default Rates \(FY15 FY16 and FY17\)](#)
- [3] [13.6_3 Electronic Certification and Eligibility Report](#)

- 13.7** The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. (*Physical resources*)[**Off-Site/On-Site Review**]

Compliance Status: Compliance

Report

Non-Compliance

The institution provided information about each building and a Facility Condition Index for each building. Information was also provided on the Gross Square Footage per student. The institution has a current facility master plan that appears to align with the vision of the institution. Additional information was provided about how facilities are maintained including routine maintenance and preventive and deferred maintenance. Additional information was provided on technology resources for the institution.

The Off-Site Reaffirmation Committee was unable to locate the institution's process for ensuring off-campus locations appropriately serve the needs of the institution's educational programs.

Response

Focused Response

The case for compliance is structured as follows:

- A. Palo Alto College (PAC) has a process in place for ensuring off-campus locations appropriately serve the needs of the institution's educational programs.

Overview of College Process

As outlined in *College Procedure A 32.0 Review of Physical Facilities and Resources at Off Campus Instructional Sites*[\[1\]](#), all Off Campus Instructional Sites are reviewed to ensure adequacy of physical facilities and resources to appropriately serve the needs of the institution's educational programs. This College Procedure was reviewed and approved by *Administrative and College Services Council and Institutional Effectiveness Council*[\[2\]](#) and *College Leadership Team*[\[3\]](#) as outlined in *A 1.0 Development of College Procedures*[\[4\]](#). Each Off Campus Instructional Site submits the *Off Campus Instructional Sites Physical Facilities and Resources Data Template*[\[5\]](#) yearly, and sites are reviewed in person every three years. A site visit includes PAC representatives as follows: 1-2 academic success representatives (Faculty/Dean/Chair), 1 representative for lab spaces, Information Technology representative, SACSCOC Liaison (or designee), High School Programs/Student Success representative, library representative, and any other College representatives as deemed necessary and High School/Independent School District representatives as follows; principal, counselor, Information Technology representative, facilities representative, library representative, academic representative/instruction representative.

In summary, based on the evidence presented above, Palo Alto College is in compliance with Principle 13.7 Physical Resources.

Evidence

- [1] [13.7_4_College Procedure A 32.0 Review of Physical Facilities and Resources at Off Campus Instructional Sites](#)
 - [2] [13.7_5_Council](#)
 - [3] [13.7_6_College Leadership Team](#)
 - [4] [13.7_7_A 1.0 Development of College Procedures](#)
 - [5] [13.7_8_Off Campus Instructional Sites Physical Facilities and Resources Data Template](#)
-